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TITLE	Five Steps to Effective Tutoring for S-R Learning (Two Semester Hour Course: Ed 514R 20). Description of Teacher Inservice Education Materials.
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ABSTRACT

An inservice teacher education course is described in which the objective is to train adults in the use of specific tutoring techniques and procedures for helping a child master any objective that involves stimulus-response learning. Inservice topics covered in the course include selection of appropriate instructional outcomes, pretesting and recording student's progress, and general and specific tutoring techniques. Information is provided on course purposes, content, activities, resources, and history of development. A critique and ordering information are also included. (DS)

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ED166154

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: FIVE STEPS TO EFFECTIVE TUTORING FOR S-R LEARNING (two semester hour course: Ed 514R 20)

Publication Date(s): Copyright 1971, text; 1972, course material

Intended Users: Primarily for adult tutors (age 16 and above) of elementary students, and inservice teachers wishing to implement a tutoring program

Grade Level(s): Particularly applicable to tutors of children in the primary grades; although could easily be expanded to upper grades and possibly junior high

Number: Individual

Primary Focus: This course is designed to "train adults in the use of specific tutoring techniques and procedures commensurate with a particular classification of objectives . . . [the course] will give you specific expertise in helping a child master any objective that involves stimulus-response learning exclusively."

School subject(s) and/or inservice topic(s) covered:

The structured tutoring model is presented through the use of the text, Basic Tutor Guide Volume I, which includes the selection of appropriate instructional outcomes, pretesting and recording student's progress, general and specific tutoring techniques; concluding with a tutoring session, reviewing what student has learned and the administration of a posttest.

What participant does in using the materials:

The participant completes the 14 lessons at the accepted criteria level in accordance with the grade s/he desires. A typical lesson includes reading a portion of the text, answering questions, recording a practical application of material learned, filling in a criteria check sheet--all of which are sent to the instructor for evaluation.

Resources: Materials for this course are contained within the given packet, except for the text, which must be ordered separately. A cassette tape recorder and three or four cassette tapes are needed for some of the lessons, where practical application will be evaluated. For this purpose a child is also needed to provide the tutor with an individual to teach. The course is designed for use on an individual, self-instructional basis, and an instructor will evaluate the user's progress in relation to the program objectives.

Describer critique: This course presents a well-explained tutoring technique and provides worthwhile examples and activities. The general format of each lesson is perhaps a bit repetitive, but it could easily be expanded by the participant. The technique is based on a Skinnerian approach to learning, which is perhaps objectionable to persons in disagreement with Skinner's basic assumptions and concepts. There is some sex bias, which, although unintentional, may be found objectionable by some persons.

SP013777

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1.0 PURPOSES:

Developers state the rationale in the following paragraph:

"Even though the idea of tutoring students individually has been a fairly common practice for years, it has only been in recent years that questions associated with tutoring have been investigated empirically...In a series of experiments conducted by the author over the past four years, several pertinent findings have been substantiated. In essence, the findings have shown that tutoring per se does not benefit students generally. While in sharp contrast, if those doing the tutoring are trained in the use of established psychological principles of learning and validated tutoring techniques and procedures, students can benefit a great deal from tutoring."

The purpose is explained with the following:

"This particular Home Study course is the first in a series of courses designed to train adults in the use of specific tutoring techniques and procedures commensurate with a particular classification of objectives. This course will give you specific expertise in helping a child master any objective that involves stimulus response learning exclusively (e.g., the student is shown the digraph 'th' and is expected to produce the 'th' sound as in 'thin'.")

2.0 CONTENT — Scope and Sequencing of Topics:

This Home Study course and accompanying text present the author's particular approach to tutoring: "structured tutoring." The following are the nine elements which provide the basis for the structured tutoring model:

1) Pre-established instructional objectives
2) A predetermined sequence for introducing the objectives specified
3) A valid means of assessing mastery of the pre-established instructional objectives
4) Instructional materials commensurate with the instructional objectives
5) Validated tutoring techniques and procedures commensurate with the instructional objectives
6) Management procedures capable of making instructional prescriptions for individual students based on the pretest performance
7) Management procedures capable of systematically checking individual student mastery of instructional prescriptions sequentially
8) Management procedures capable of maintaining a record of when instructional prescriptions are made, the date the student achieves mastery of each instructional prescription and the date subsequent reviews of objectives previously mastered are made
9) Management procedures capable of insuring that objectives previously mastered are systematically reviewed

This model is introduced to the teacher by use of a text, Basic Tutor Guide Volume I, in the following order:

1) Select appropriate instructional outcomes (pp. 10-12)
2) Pretest the student (pp. 12-14)
3) Record the student's performance on a profile sheet (pp. 14-17)
4) Prepare instructional materials (p.18)
5) Prepare a tutor log (p.19)
6) Specify instructional prescriptions (pp. 19-21)
7) General tutoring techniques and procedures (pp. 21-26)
8) Specific tutoring techniques and procedures (pp. 26-34)
9) How to conclude a tutoring session (pp. 34-35)
10) Maintain a record of the student's progress (pp. 35-36)
11) Maintain a contingency record (pp. 36-38)
12) Review instructional prescriptions previously learned (pp.38-39)
13) Delayed post-test (pp. 39-41)

Pages 43-65 contain examples of stimulus-response instructional outcomes. A bibliography is also included. This material should be examined in the order provided, especially by the tutor. This particular course and text are entirely self-contained, although teachers interested in an entire design of a tutorial system would be advised to consult other courses within the series. These courses assist teachers in preparing a tutorial system, give specific expertise in teaching reading, and discuss the organization of an inter-grade tutorial system.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *in*service activities:

The participant is required to complete each lesson and send it in for evaluation. A typical lesson (Lesson 9, "Checking for Learning") would require the following:

The participant should "read Section VIII in the Tutor Guide. Practice the procedures." The participant is then required to answer several questions, i.e., "When do you stop rehearsing the correct answer and check the child for learning?" S/he then records a session with a child where specific objectives are performed, i.e., "Rehearse a new instructional prescription with the child." The participant sends answers to questions, tape and Criterion Check Sheet for the lesson to the instructor for evaluation. The instructor evaluates and responds, informing the participant if work met minimal criteria.

3.2 Help given in use of product:

All instructions for the course itself are contained in the 32-page manual (spiral bound). There are no additional materials provided expressly for the use of the course instructor.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each participant is evaluated by an instructor through review of taped and written material. "In each unit the behavioral objective(s) is specified and the minimal criteria that will be accepted as evidence of mastery of the objective is also specified . . . Your final grade will be based on how many lessons you have met the minimal criteria for, not a score on the final test."

A. Minimal criteria on Lessons 13 and 14, plus minimal criteria on 11 other lessons

B. Minimal criteria on Lessons 13 and 14, plus minimal criteria on nine other lessons

C. Minimal criteria on no fewer than seven lessons

D. Minimal criteria on no fewer than four lessons

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

This course is designed to be completed on an individual basis. All necessary materials are contained in the packet with the exception of the text, Basic Tutor Guide Volume I. A cassette tape recorder and blank tapes (about three or four in all) are needed for some of the lessons. These lessons also require the use of a child as a tutoring subject, so the tutor may demonstrate his/her ability. If the participant does not have access to a cassette tape recorder, a reel-to-reel recorder may be used. Completion of the course grants two semester hours of credit. Although designed as a home study course, the text could be used separately by those requesting general information without wishing to enroll.

5.2 Distributor name/address:

Brigham Young University Home Study
210 HRCB - BYU
Provo, Utah 84602
Attention: Ron Malan
(801) 374-1211 extension 4044

Brigham Young University Bookstore
Brigham Young University
Provo, Utah 84602

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
Ed. 514R Sec. 20 FIVE STEPS TO EFFECTIVE TUTORING FOR S-R LEARNING Grant V. Harrison	$49.00 (tuition and materials)	no	1/participant	Each person must register for course
Text: Harrison, BASIC TUTOR GUIDE VOLUME I	$8.00 - $10.00	no	1/participant	yes

Note: Once an individual has registered for the course, s/he may still return all materials and receive total reimbursement minus a $10 handling fee during the first 30 days. After 30 days, an additional 3% per working day is deducted.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Dr. Grant Von Harrison received his BA degree from Brigham Young University in 1962; his MA degree from Adams State College, Alamosa, Colorado, in 1965; and his PhD degree in product research from UCLA in 1969. Dr. Harrison worked as a project associate and consultant for the Institute for Educational Development in El Segundo, California. He was also a human factors analyst with the System Development Corporation in Santa Monica, California. He is currently an associate professor of instructional psychology at Brigham Young University and is widely known as an expert in the tutorial field . He has developed several tutorial systems designed to utilize students as tutors for younger children, and he is the author of numberous publications examining tutoring methods.

6.2 How developed and when:

A series of experiments related to tutoring was conducted by Harrison (1967, 1968, 1969, 1970 and 1971); which provided the basis for the development of this course and text. Dr. Harrison's findings were field tested prior to their use in this particular home study course, which was copyrighted in 1972. The text itself was copyrighted in 1971.

6.3 Evidence of effectiveness with users:

This information and technique were field tested by Dr. Harrison prior to its formulation into a home study course. However, no results of the field tests are provided with the product.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The developer notes that "structured tutoring is a teaching technique rather than a set of materials, so that the subject matter taught can be determined entirely by the curricular requirements of the school system in which it is used . . . [The structured tutoring model] can be utilized to teach any objective that can be evaluated empirically." The author suggests that it is most effective in high priority objectives for about one-half hour daily. This topic lends itself well to a home study situation. Teachers who are not interested in the actual home study course would still find the text useful and totally self-contained. The technical quality of this product is good--it is easy to read and well organized.

Content accuracy/social fairness/community acceptance issues:

The content of this course appears to be accurate and credible--due to Dr. Harrison's experimentations and research. It is based on the psychological learning theories of B.F. Skinner; therefore teachers and communities not in agreement with Skinner's basic theories and assumptions might find this course and text objectionable. Although probably unintentional, some sex bias and stereotyping is apparent. On page 22 of the text the questions directed at students present a stereotyping of occupations according to sex. Some persons might also object to the continual use of the word "he" in reference to the student.

Overall summary/comment:

This course presents a well-explained, documented tutoring technique. Excellent examples are given and the student is taken step-by-step through the process. Questions asked in the course are not particularly stimulating; nor do they involve a high level of thinking. However, the home study format and distance between instructor and student must be taken into account. The text provides valuable knowledge, even without the accompanying course. The entire course and technique are based on a Skinnerian interpretation and approach toward learning theory, which some persons may find objectionable. There is some sex stereotyping and bias, although probably unintentional. In general, the course provides a good, comprehensive training design of a tutoring technique--to be examined by the tutor and the cooperating teacher.

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